DOCUMENT RESUME

ED 264 389 CE 043 016

AUTHOR Davis, Barbara Baldwin
TITLE A Curriculum on Computer Literacy for Employment.
INSTITUTION Metropolitan Collegiate Center of Germantown, Philadelphia, PA.
PUB DATE 28 Aug 85
NOTE 37p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Accounting; Behavioral Objectives; Bookkeeping; *Business Education; Classroom Techniques; *Clerical Occupations; *Computer Literacy; *Computer Oriented Programs; Data Processing; Evaluation Criteria; Information Processing; Learning Activities; Lesson Plans; Office Occupations Education; Recordkeeping; Secondary Education

ABSTRACT

This curriculum guide is designed for use in familiarizing students enrolled in business and office occupations courses with the capabilities and operation of computers. The first part of the guide includes a brief description of the course and explains who should take and who should teach computer literacy courses, how much time is necessary to complete the course objectives, which computers and computer programs will be needed, and how students taking the course should be evaluated. Lesson plans are provided for units addressing the following topics: close encounters of the computer kind, who uses computers and what they do, what a computer is, getting to know a computer, data entry for accounts receivable, data entry for bank reconciliation, payroll processing, inventory management, the meaning of the term data processing, customer billing, point-of-sales terminals, and a review of basic computer functions and operations. Each lesson includes some or all of the following: objectives, format information, guidelines for presenting the lesson, a lesson outline, and a suggested assignment. A bibliography of software and work textbooks is included. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED264389

A CURRICULUM ON
COMPUTER LITERACY FOR EMPLOYMENT

BY

BARBARA BALDWIN DAVIS
COORDINATOR OF CURRICULUM AND TRAINING
METROPOLITAN COLLEGIATE CENTER OF GERMANTOWN

August 28, 1985

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

B Davis

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE043016

A Curriculum on
Computer Literacy for Employment

Table of Contents

	Page
Preface	1 - 4
The Curriculum: A Brief Description	4 - 6
Computer Literacy for Employment: Who Should Take It?	6
Computer Literacy for Employment: Who Should Teach It?	6 & 7
How Much Time Is Needed to Complete the Course Objectives?	7 & 8
Which Computers and Computer Programs Will You Need?	8 & 9
Method of Evaluation	9
Lesson Plans	10 - 32
1. Close Encounters of the Computer Kind	11 - 14
2. Who Uses Computers? What Do They Do?	15 - 17
3. What is a Computer?	18 - 23
4. Getting to Know Your Computer	24 - 25
5. Data Entry Activity: Accounts Receivable	26
6. Data Entry Activity: Bank Reconciliation	26 - 27
7. Payroll Processing	27
8. Inventory Management	27 - 28
9. What is Data Processing?	28 - 30
10. Customer Billing	30
11. Point of Sales Terminals	31
12. Curriculum Review	31 - 32
Bibliography	

Computer Literacy for Employment

Preface:

More and more businesses today are turning to computers to handle their daily operations. Banks, for instance, could not keep up with the work of processing more than 80 billion checks written each year if it were not for computers.[1] Retailers rely on computers to tell them what was sold and how many units of each product are left in the store. Clerk typists and secretaries in all types of businesses use computers for word processing to reduce the need to retype and to make proofing and editing of documents easier. In general, computers have changed and are still changing the way work is done. Work that was once performed manually is now handled by computers.

As a result of this increase in the use of computers, openings in entry-level clerical and related positions, which required no computer experience in the past, now require, at a minimum, some familiarity with computers. It has become common to have data entered into a computer by the person working with the data rather than by specially trained personnel known as keypunch or data entry operators. Bank teller; customer service representative; admission clerk; sales clerk; billing and accounting clerks; order clerk and receptionist are among many entry-level occupations that may require a familiarity with the capabilities and operation of computers.

1 Computer Awareness, page 4.

To enhance the employability of participants of the Academy and Career Transition Program (ACT), ACT has developed a curriculum in Computer Literacy for Employment. The goal of this curriculum is to provide a general background and familiarity with computers. The goal of this curriculum is not to provide highly specialized training in computer data processing.

The Computer Literacy for Employment curriculum was designed to fit appropriately into the ACT overall curriculum objective. ACT's overall curriculum focus is on basic skills development in reading, writing and mathematics through training in practical business and clerical skills. Under no circumstances is ACT willing to incorporate specialized training in computer data processing at the expense of disrupting the basic skills element of the curriculum. The ACT curriculum is built on the premise that basic skills development must take priority over specialized training.

> "A crisis that threatens America is brewing behind the scenes. The nation's economic recovery and economic future are threatened by the growing deficiencies in basic skills of young adults entering the work force."[2]

Metropolitan Collegiate Center is committed to offering its clients a well-rounded education and employment readiness training experience. Computer Literacy for

2 The Balance Sheet, May/June 1985, Southwestern Publishing Company, page 10.

Employment is only one of several features of the ACT program designed to enhance our client's employability. See Appendix 1 for a list of ACT curriculum features.

Also, key to the design of a computer literacy curriculum is the amount of resources available. Because of budget, staff and time constraints, the curriculum had to be designed to meet its objectives for forty clients, using four microcomputers within sixteen weeks. The average amount of class time allotted to achieve the objectives of the Computer Literacy for Employment curriculum is nine hours per week.

Curriculum consultation with area employers in the private service sector had an influence on the content of this computer literacy curriculum. We have learned from employers that entry-level clerical and related positions rely just as heavily on basic skills and the ability to follow instructions as they do on specialized computer skills. We asked employers to describe what they look for in candidates applying for various clerical positions. We were told that they look primarily for strong personal attributes including reliability, honesty and good old-fashioned common sense. Employers want employees who follow instructions and ask questions before they do the job wrong. Good work habits, attitude and the ability to work well with others along with good oral communication skills are among the skills and attributes employers look for first to fill entry-level positions. Computer experi-

ence is still very often viewed as a plus.

Some employers expressed a preference for an employee who is merely computer literate over one with extensive computer training. These employers complained of having to untrain the latter employee before training them to use their computer equipment. These employers view a general background and familiarity with computers as more desirable than extensive computer experience.

The Computer Literacy for Employment curriculum was developed around the issues and concerns described above. This curriculum, together with the well-rounded basic education and employment readiness training offered through ACT, has proven to be effective in enhancing the employability of ACT trainee participants.

The Curriculum: A Brief Description

Computer Literacy for Employment is an introduction to computers. The goal of this curriculum is not to learn about programming or flowcharting or binary arithmetic. Computer personnel can be categorized as those who are involved with the technical aspects of the computer's operations and those who are simply users. Programmers and system analysts are examples of the first category. Word processing secretaries and data entry clerks are examples of users. Just as one does not have to understand the technical aspects of a telephone in order to use it, one does not have to know programming or flowcharting to use a computer. A computer is a tool used for pro-

cessing information. The focus of this curriculum is on learning to use this tool.

A Curriculum in

Computer Literacy for Employment

Curriculum Objectives

The Computer Literacy for Employment curriculum has six main objectives:

1. To make students aware of some uses for computers.
2. To explain how computers operate and the parts of a computer system.
3. To explain data processing, data entry and how computers process data.
4. To provide hands-on experience through simulated office and business activities.
5. To familiarize students with job opportunities that require a general background in computers.
6. To reinforce basic academic skills (see accompanying report on methods of reinforcing instruction in basic academic skills).

Computer programming is not an objective of this curriculum.

Who should take it?

Computer Literacy for Employment is designed for adults who have no previous experience with computers. It is most relevant to adults seeking employment in the clerical or business field.

Who should teach it?

Computer Literacy for Employment can be taught by

teachers with a general background in computers, i.e., teachers who are computer literate. The programs recommended for use in this course are "user friendly" menu driven programs. Good reading skills and the ability to follow step-by-step instructions are required. Background reading is recommended for the teacher in the materials section of each lesson.

How much time will you need to complete the objectives of this course?

This course consists of twelve core lessons, each one hour and a half in length. The number of weeks required to complete this course will vary with the number of lessons completed each week.

In the ACT program, the computer lab is open nine hours per week for the purpose of completing the objectives of the twelve core lessons. ACT trainees are assigned to the lab, in groups of seven, for an hour and a half each session. The lab is equipped with four microcomputers and two letter quality printers. Six computer lab sessions are conducted each week.

Additional time in the lab is provided for:

1. additional data entry practice.
2. production work on resumes using a word processing program.
3. an introduction to computerized accounting.
4. computer assisted instruction in filing.
5. drill and practice in GED math and writing

skills.

ACT trainees are assigned to additional lab sessions on an individualized basis.

Which computers and computer programs will you need?

Which came first, the chicken or the egg? Replace the words chicken and egg with the words computer software and computer hardware and you will have asked the first question that must be answered before purchasing a computer. Computer hardware is the physical parts of the computer, i.e., the computer equipment itself. Computer software is the computer instructions called the program that cause the computer hardware to carry out its functions. Computer software is made to work only with the particular hardware for which is was designed. If you are not a programmer who can write his or her own programs, you may need to first identify the software that best suits your needs and then buy the hardware it was made for. An alternative would be to hire a programmer to develop software for you. Classroom material would have to be designed too. The ACT program chose the route of identifying appropriate software. Below is a list of software that was selected for this course.

Software	Required Hardware	Type of Program Material
1. Microcomputer Activities for Office Procedures	Apple II Plus or e TRS 80 Model III and 4	Simulation

2. Data Entry Activities for the Microcomputer	Apple II Plus or e TRS 80	Simulation
3. Wordstar	Written to work with a number of computer systems	Application
4. Microcomputer Accounting	Apple II Plus or e IBM PC	Simulation
5. Alphabetic Indexing Rules	Apple II Plus or e	Tutorial
6. Independent Mastery Testing System for Math Skills GED	Apple II Plus or e	Drill and Practice
7. Independent Mastery Testing System for Writing Skills GED	Apple II Plus or e	Drill and Practice

Evaluation

Students will be evaluated on their demonstrated

	Method of Evaluation
. ability to operate a microcomputer to perform office tasks through the manipulation of menu driven programs	observation
. knowledge of computers, their uses and business data processing	written examination
. ability to communicate a familiarity with computers, computer equipment and business data processing	oral class participation

Lesson Plans

Lesson 1: Close Encounters of the Computer Kind

Computers are everywhere and in this day and age, there are very few people who have not had an encounter with a computer. You have encounters with a computer when you use your telephone, receive a bill from a computerized billing system, or play a video game. Certainly you have had an encounter with a computer if you have ever operated an automatic teller, shopped at a supermarket or purchased goods on credit at a department store. There is a mystique surrounding computers. The goal of the first lesson is to begin dispelling this mystique.

Objectives for Lesson 1:

- to become aware of the fact that most people have had more encounters with computers than realized.
- to recognize that computers are a part of our world and that they are needed and are a part of our daily lives.
- to provide an overview of the course and its five main objectives.

Format:

Informal classroom discussion with a bit of lecture.

Presentation:

Begin by asking these questions.

1. Who in this group has had an encounter of any kind with a computer?
2. Who in this group believes that they have not

had an encounter with a computer?

You may want to use the word "experience" in the place of encounter. Assure those who raise their hands on the second question that before this class is over they will see that they have had many computer encounters but just didn't realize it. Ask each student who raised their hand to question one to share their encounter with a computer. Students will usually begin with typical encounters with computers such as encounters at school and possibly at work. A few students may have a small personal computer, usually purchased for a child, at home. Video games are also very typical computer encounters.

You may have to point out the less obvious computer encounters such as:

- Making a telephone call. You may want to have students recall the oldest telephone they can remember. Many students may remember personally experiencing having to use an operator to make long distance calls. In even earlier days of the telephone, operators were used when making local calls. Point out the fact that if operators still handled all calls, more than one-quarter of all the adults in this country would be needed as operators.[3] Ask your students how they would like having to make reservations days in advance, just to make a

3 Computer Awareness, page 4.

phone call to an out-of-town relative. Computers are used to do the job operators once did. Your students will surely begin to see the need for computers here.

- Buying on credit at a department store. Ask your students to recall what the salesclerk must do to ring up a charge slip. Many students will recall the salesclerk who seems to enter an endless amount of data into the cash register keyboard before completing a sale. How does she know whether your account status is current, past due or frozen? How could she process your credit sale without this information? Point out to your students that today many stores use computers to process sales. These cash registers are actually terminals on-line to computers. They are called P.O.S. terminals for point of sales terminals.
- Calling a utility company about a bill. Ask your students to recall the first question asked of them by the customer service representative when they call about a bill. Most will recall being asked to state an account number, then waiting for information to be retrieved from their file. Point out the fact that information about your bill is stored in the electronic files of a computer, sometimes referred to as

the "paperless files."

Without going into detail about the following less obvious computer encounters, you may also want to discuss these:

- operating an automatic teller.
- purchasing groceries at a supermarket that uses optical scanners with their cash registers.
- making an airline or train reservation.
- receiving a form letter in the mail from a sweepstakes, for example, that sounds as if it was written personally to you.

You may want to give a clue about some of the less obvious encounters mentioned above to see if you can spark your students into thinking of them on their own.

Emphasize in this discussion that:

- computers were developed to handle the information overload that exists in our modern society.
- computers are needed tools.
- computers are here to stay.

Assignment:

Identify a friend or relative who works with a computer. Ask them to explain what they do with their computer.

Materials for Lesson 1:

Computer Awareness, pages 1-5

Computers Today, pages 36-58

Lesson 2: Who Uses Computers? What Do They Do?

Computers are used by secretaries, doctors, teachers, accountants, students and engineers to name a few. Computers were once operated only by specially trained persons. As computers have become less expensive and easier to operate, computers are being used by more people in a variety of positions for a variety of purposes.

Objectives for Lesson 2:

- to become aware of some of the ways computers are used.
- to learn about careers or occupations in which people might use computers.
- to learn about the difference between machines used by people to feed data into the computer and the computer itself.
- to define data entry.
- to name and describe four types of keyboard data entry machines.
- to understand the changes that are taking place with regard to what type of worker performs data entry.

Format:

This lesson will begin with informal discussion on the lesson one assignment followed by a reading activity.

Presentation:

Begin by asking students to share the information obtained in the assignment from lesson one. A list of

uses should be written on the board as they are stated. The list should include the following computer applications.

Computers are used for

- storing information in files
- retrieving information from files
- inventory control
- word processing
- accounting
- billing
- payroll
- air traffic control

Discuss uses that are not business related. Emphasize the fact that regardless of how a computer is used you must supply it with data in order to produce results. Explain that this process of entering data into a computer is called "data entry." At this point it would be appropriate to introduce students to various machines used to enter (input) data into a computer.

The oldest keyboard data entry machine is the card-punch machine. Explain the steps involved in inputing data into a computer with the old card-punch machine. Discuss the disadvantages of the card-punch machine and describe the keyboard data entry machines developed since the card-punch machine. Introduce the latest keyboard data entry machine, the on-line terminal.

Assignment:

Read pages 1-12 in Data Entry Activities for the Microcomputer as follow-up to lesson two.

Materials for Lesson 2:

Computers Today, pages 129-169

Data Entry Activities for the Microcomputer, pages 1-12.

Lesson 3: What Is A Computer?

By the time you reach lesson three, the mystique surrounding computers is at a manageable level. You can now feel comfortable with talking about the computer itself.

Objectives for Lesson 3:

- to learn about the four main categories of computers based on size.
- to gain a general understanding of the five main parts of a computer system.
- to learn about different types of input equipment (hardware).
- to learn about different types of storage mediums (software).
- to learn about different types of output equipment (hardware).

Format:

Lecture presentation of outlined material.

Presentation:

An outline of the material that should be covered in this lesson follows. You may want to present this material orally, then hand out a copy of this outline to reinforce the lecture. As you present this material you should ask students to recall the encounters they have had with computers and identify the type of computer used and the input and output equipment used in each instance. This lesson requires quite a bit of background reading on

the part of the teacher before presenting this material.

Assignment:

Read Activity 2 in Microcomputer Activities for Office Procedures, pages 15-20, in preparation for the first hands-on lab session in Lesson 4.

Material:

Computers Today, pages 23-25, 206-247.

Outline for Lesson 3

What is a Computer?

A computer is an electronic device that accepts input data, then stores or processes data to produce output information. A computer can only operate under the direction of a set of step-by-step instructions called a program.

I. What are the various types of computers based on size? They are:

- A. Microcomputers: also called personal computers, have the slowest speed, the least storage (memory) and the lowest cost.
- B. Minicomputers: typically have more storage and are faster than microcomputers.
- C. Mainframe: have faster speeds and more storage than a typical minicomputer.
- D. Supercomputers: are the largest, fastest and most expensive computers.

II. Every computer system, regardless of its size, can be described as having five main parts. They are:

- A. Input: a computer must have a way of getting data. The computer keyboard and magnetic tape and disk readers are examples of input equipment.
- B. Memory: also called storage, is where the program and data are stored. A computer uses

two types of memory; primary (main) memory and secondary (auxiliary) memory.

C. Arithmetic/Logic Unit: performs addition, subtraction, multiplication and division and compares information.

D. Control Unit: uses instructions from a program to direct data to the different parts of the computer system.

E. Output: the information that results from processing data. The information may be printed or shown on a screen called a CRT.

III. There are several different types of devices or equipment that are used to input data. We call this equipment input hardware. These devices send data to storage to await processing.

A. Punch Card Reader: an input device that is becoming obsolete.

B. Magnetic Tape Drives: send data to the computer in sequence.

C. Magnetic Disk Drives: send data to the computer randomly.

D. Keyboard of an On-Line Terminal: also called visual display teminal, VDT.

E. MICR Reader-Sorter: Magnetic Ink Character Recognition.

F. OCR Reader: Optical Character Recognition.

G. P.O.S. Terminal: Point of Sales terminal.

H. Financial Transfer Terminals: such as automatic tellers.

I. Mouse, Joystick and Voice Input devices: other input devices.

IV. There are several different types of devices or equipment used for receiving or displaying output information. This equipment is called output hardware.

A. The Printer: examples are Dot Matrix and Letter Quality.

B. CRT or Monitor: the part of the on-line terminal that looks like a television screen.

C. Magnetic Tape Drive: used for input as well as output.

D. Magnetic Disk Drive: used for input as well as output.

E. P.O.S. Terminal: used for input as well as output.

F. Graphic Ink Plotter, Teleprinters, Voice Response Systems: other output devices.

Emphasis should be placed on the importance of input accuracy. Introduce the computer term GIGO which is an acronym for Garbage In - Garbage Out. Ask your student were they ever given the excuse that "the computer made a mistake?" Ask them:

1. What do they think are the chances that the computer was in error? Are computers accurate?
2. What might a business do to reduce the number of

input errors?

Discuss error-deleting procedures such as using control totals.

Lesson 4: Getting to Know Your Computer

Records Management: File Storage and Retrieval

Lesson four provides the first opportunity for the student to get his/her feet wet.

Objectives:

- to learn how to turn on/power up a microcomputer.
- to identify the five parts of a microcomputer system.
- to demonstrate the ability to take proper care of a floppy disk.
- to understand what is meant by a menu driven program.
- to identify the cursor.
- to perform some tasks of an office worker retrieving information from files stored in the computer's memory.
- to learn how to turn off/power down a microcomputer.
- to identify entry-level occupations to information retrieval.

Format:

Hands-on activity in the computer lab.

Presentation:

Presentation will basically follow that of the assigned activity. Emphasis should be placed on the importance of completing each task correctly and neatly.

The teacher should check worksheets as students complete them. Stress the importance of each student reading to interpret the instructions on their own. Devise activities to familiarize the students with manipulating menu driven programs.

Material:

Microcomputer Activities for Office Procedures, pages 15-28. No background reading for the teacher is required.

Lesson 5: Data Entry Activity in Accounts Receivable

The data entry activity contained in the main workbook, Microcomputer Activities for Office Procedures, does not provide the students with enough data entry practice. On hand, in the computer lab, are several copies of Data Entry Activities for the Microcomputer for in-house use to develop data entry skills.

Objectives:

- to prepare source documents for data entry.
- to key enter data from source documents.
- to practice dexterity drills to improve speed and accuracy in performing data entry.

Presentation:

Follow the presentation of the assigned activity, then complete study guide.

Material:

Data Entry Activities for Microcomputers, pages 49-66.

Lesson 6: Data Entry Activity in Bank Reconciliation

This lesson consists of additional data entry activities to achieve the objectives of lesson five.

Format:

Hands-on activity in the computer lab.

Presentation:

Follow the presentation of the assigned activity. Complete the study guide. Perform dexterity drills.

Material:

Data Entry Activities for Microcomputers, pages 109-128.

Lesson 7: Payroll Processing

Payroll processing is one of the most common computer applications used in business. Accounting, inventory control and billing are also among the most commonly used applications.

Objectives:

- to understand how computers are used to process payroll data.
- to enter data for a payroll application.

Format:

Hands-on activity in the computer lab.

Presentation:

Follow the presentation of the assigned activity. Complete the study guide. Perform dexterity drills.

Material:

Data Entry Activities for the Microcomputer, pages 129-156. Background reading in Computers Today, pages 20-22, 58, 102-104.

Lesson 8: Inventory Management and Dexterity Drills

A business generally has two objectives in maintaining an inventory control operation. The first objective is to keep a low level of inventory on hand to minimize the amount of money invested and to reduce the costs of storing and insuring large quantities of inventory. The

second objective for maintaining inventory control is to maintain good customer relations by having goods in stock that people want to buy. The purpose of an inventory control computer application is to give managers the information they need to strike a profitable balance between the two goals.

Objectives:

- to understand how computers are used in inventory control.
- to perform office tasks in retrieving inventory information.

Format:

Hands-on activity in the computer lab.

Presentation:

Follow the presentation of the assigned activity. Perform dexterity drills.

Material:

Microcomputer Activities for Office Procedures, pages 93-100.

Lesson 9: What is Data Processing?

A computer is a tool for processing data. In lessons four through eight, students took part in five data processing systems. A basic understanding of data procesing can be achieved through a discussion of the similarities in these systems.

Objective:

- to describe the three basic activities in a data

processing cycle.

- to identify the input data and source documents used in various data processing applications.
- to identify four major ways to manipulate data.
- to identify the output information used in various data processing applications.

Format:

Informal discussion.

Presentation:

The three basic activities in data processing are:

1. Capturing Input Data
2. Manipulating Data
3. Managing Output Results[4]

Ask your students to recall the data processing activities in lessons four through eight. Have them describe how input data was captured in each activity. Identify the raw data and source documents used for the initial recording of that data for each activity. Have students name the input devices (hardware) used in each activity.

Next ask your students to identify the output information in each activity. How was the output data stored or communicated in each activity?

In the manipulating data stage of a data processing cycle, data is either classified, sorted, calculated or summarized or a combination of each. Ask your students to

4 Computers Today, page 10.

label the data manipulation process used in each activity. As a clue, advise your students to pay close attention to any differences between the raw input data and output information.

Computer programmers write programs that control the manipulation of data.

Material:

Computers Today, pages 10-13.

Lesson 10: Customer Billing

Very often it is profitable for a business to accept orders and make shipments to customers without receiving immediate payment. A delayed payment policy makes it necessary for a business to design a billing system for credit customers.

Objectives:

- to understand the business forms used for customer billing.
- to enter data needed to process statement of accounts.

Format:

Hands-on activity in the computer lab.

Presentation:

Follow the presentation of the assigned activity.

Materials:

Microcomputer Activities for Office Procedures, pages 111-127.

Lesson 11: Point of Sales Terminals

Many stores use point-of-sales terminals instead of cash registers. Point-of-sales terminals update inventory records, keep sales records and prepare purchase orders when more stock is needed.

Objective:

To enter data for a point-of-sales application.

Format:

Hands-on experience in the computer lab.

Presentation:

Follow the presentation of the assigned lesson.

Materials:

Data Entry Activities for the Microcomputer, pages 201-218.

Lesson 12: Curriculum Review

Students are asked to recall the topics learned since lesson one. Topics should be reviewed in the order in which they were covered.

Objective:

To summarize the content of the course.

Format:

Informal discussion.

Materials:

Notes from the previous lessons.

Additional hands-on experiences are provided on an individualized basis. Additional hands-on experience provides time for

- production work on resumes using a word processing program.
- an introduction to computerized accounting.
- drill and practice in GED math and writing skills.
- Computer Assisted Instruction in filing.
- additional data entry practice.

COMPUTER LITERACY FOR EMPLOYMENT
FOR
EMPLOYMENT INSTRUCTIONAL MATERIALS

SOFTWARE

1. Microcomputer Activities for Office Procedures, Olinzock and Santos, South-Western Publishing Co., Pelham Manor, NY 1984

2. Data Entry Activities for the Microcomputer, Clark, South-Western Publishing Co., Pelham-Mannor, NY 1982

3. Word Star

4. Microcomputer Accounting Applications, Hamiliton, Weaver, Bower, Gregg McGraw-Hill, New York, NY 1983

5. Alphabetic Indexing Rules: Application by Computer, Fosegan, South-Western Publishing Co., Pelham Manor, NY 1959

6. GED Math Software, Cambridge: The Adult Education Co., New York, NY 1984

7. GED Writing Software, Cambridge: The Adult Education Co., New York, NY 1984

WORK/TEXT BOOKS

1. Microcomputer Activities for Office Procedures, Olinzock and Santos, South-Western Publishing Co., Pelham Manor, NY 1984

2. Data Entry Activities for the Microcomputer, Clark, South-Western Publishing Co., Pelham-Mannor, NY 1982

3. Word Star

4. Microcomputer Accounting Applications, Hamiliton, Weaver, Bower, Gregg McGraw-Hill, New York, NY 1983

5. Alphabetic Indexing Rules: Application by Computer, Fosegan, South-Western Publishing Co., Pelham Manor, NY 1959

6. GED Math Software, Cambridge: The Adult Education Co., New York, NY 1984

7. GED Writing Software, Cambridge: The Adult Education Co., New York, NY 1984

8. Introduction to Data Processing, 3rd Edition, Robichand, Gregg, McGraw-Hill, Hightstown, NJ 1983

COMPUTER LITERACY FOR EMPLOYMENT INSTRUCTIONAL MATERIALS
WORK/TEXT BOOKS (Cont'd)

9. Word/Information Processing Concepts, Casady, South-Western Publishing Co., 1984

10. Computer Awareness, Wood, South-Western Publishing Co., 1984

BACKGROUND READING MATERIAL FOR THE INSTRUCTOR

Computers Today, 2nd Edition, Donald Sanders, McGraw-Hill, New York, NY 1985